



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3660 W. Glendale Ave., Phoenix, AZ 85051

### Maya Public Charter High School

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

#### AZ LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

2004-05	Performing
2003-04	Performing
2002-03	Alternative School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

#### School Overview

Principal/Administrator : Mr. Ricardo Borunda  
 Schedule : 07:30 AM to 10:00 PM  
 Grades : 9-12  
 2005 Enrollment : 550  
 Web Address : [www.leonagroup.com/mayahs](http://www.leonagroup.com/mayahs)  
 Phone Number : (602) 242-3442  
 Fax Number : (602) 242-5255  
 E-mail : [Ricardo.Borunda@leonagroup.com](mailto:Ricardo.Borunda@leonagroup.com)

#### Mission

Maya High School will prepare students for the future by: maintaining high academic standards and expectations by increasing academic proficiency in language, mathematics and core supporting academic disciplines; integrating technology within the curriculum based on the Arizona State Standards; fostering interpersonal development by addressing the personal/social challenges facing students; creating a climate that is safe, clean, orderly, and disciplined; and providing school-wide accountability.

#### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

2004-05	Not Met
2003-04	Met
2002-03	Met

#### School Improvement Status <sup>(b)</sup>

2004-05	Warning Year
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

#### School / Academic Goals

- ☐ Increase student achievement through the design and implementation of an integrated standards-based curriculum that addresses the need for all students to be technologically literate.
- ☐ Maintain a clean, safe and orderly learning environment.

#### Enrollment

October 1, 2004 School Year Student Enrollment : 686  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 550

### Instructional Programs

- Ü Alternative Education
- Ü Standards-based Curriculum
- Ü On-site Special Education
- Ü Sheltered English Immersion
- Ü Tutoring

### Calendar Information

Number of Instruction Days :	144
Average Daily Instruction Time :	5 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

### Shared Responsibilities

#### School

Safe learning environment, high academic standards, home/school communication.

#### Parents

Ensure student attendance, appropriate student attire, communication with school.

### Transportation Policy

Maya High School uses the public transportation system. The school will provide free bus tokens for students who qualify.

### School Honors

#### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Fulbright Teacher Scholarship Award	1999
Ü Fulbright Master Teaching Program School	2001
Ü North Central Association Accreditation	2001

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

## 10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	110	69846	80	80	100	666	666	699	56	56	21	16	16	11	29	29	49	0	0	18
All Students (Prior Year)	134	134	65934	94	94	100	456	456	492	86	86	43	8	8	18	6	6	24	0	0	15
Female	51	51	34328	81	81	99	671	671	702	54	54	19	14	14	12	32	32	51	0	0	18
Male	59	59	35509	80	80	100	660	660	696	58	58	23	19	19	11	23	23	48	0	0	18
African American	12	12	3535	86	86	100	659	659	677	71	71	31	0	0	15	29	29	46	0	0	8
Hispanic	73	73	23363	78	78	100	659	659	680	68	68	32	13	13	16	20	20	45	0	0	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	NC	NC	4785	NC	NC	100	NC	NC	671	NC	NC	39	NC	NC	17	NC	NC	39	NC	NC	5
White	18	18	36421	100	100	99	697	697	714	9	9	12	36	36	8	55	55	54	0	0	26
Students with Disabilities	14	14	7690	100	100	100	649	649	593	78	78	64	11	11	14	11	11	21	0	0	2
Students without Disabilities	96	96	62220	77	77	99	669	669	712	52	52	16	17	17	11	31	31	53	0	0	20
Limited English Proficient Students	16	16	5834	89	89	100	654	654	612	67	67	46	22	22	20	11	11	31	0	0	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	72	72	21421	72	72	92	666	666	686	53	53	35	18	18	15	29	29	43	0	0	7
Non-Economically Disadvantaged	38	38	48489	100	100	100	668	668	704	64	64	15	7	7	10	29	29	52	0	0	23

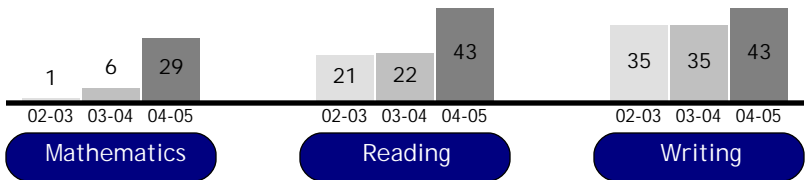
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	127	127	71311	100	100	100	664	664	694	25	25	7	32	32	21	40	40	63	3	3	9
All Students (Prior Year)	131	131	68162	100	100	100	472	472	509	49	49	18	29	29	24	22	22	51	0	0	8
Female	62	62	34899	100	100	100	679	679	700	12	12	5	34	34	19	49	49	66	5	5	10
Male	64	64	36430	100	100	100	645	645	688	41	41	9	29	29	22	29	29	61	0	0	8
African American	12	12	3573	92	92	100	668	668	676	25	25	9	13	13	26	63	63	60	0	0	4
Hispanic	87	87	24056	100	100	100	651	651	672	30	30	13	38	38	31	32	32	53	0	0	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	NC	NC	5110	NC	NC	100	NC	NC	661	NC	NC	14	NC	NC	38	NC	NC	46	NC	NC	2
White	20	20	36841	100	100	99	716	716	713	8	8	3	17	17	12	58	58	72	17	17	13
Students with Disabilities	14	14	8021	100	100	100	645	645	590	44	44	27	22	22	42	33	33	29	0	0	1
Students without Disabilities	114	114	63379	100	100	100	666	666	707	23	23	5	33	33	18	41	41	68	3	3	10
Limited English Proficient Students	23	23	6402	100	100	100	622	622	596	62	62	25	38	38	44	0	0	30	0	0	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	72	72	22243	89	89	93	660	660	677	25	25	14	30	30	32	45	45	51	0	0	3
Non-Economically Disadvantaged	56	56	49157	100	100	100	676	676	702	26	26	4	37	37	16	26	26	69	11	11	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	130	130	70868	100	100	100	658	658	688	14	14	5	43	43	23	43	43	63	0	0	9
All Students (Prior Year)	129	129	67629	99	99	100	471	471	524	50	50	22	15	15	16	35	35	59	0	0	3
Female	62	62	34710	100	100	99	677	677	697	5	5	3	35	35	19	60	60	66	0	0	12
Male	68	68	36176	100	100	100	636	636	678	24	24	7	53	53	27	24	24	59	0	0	7
African American	12	12	3557	92	92	99	660	660	675	25	25	7	25	25	25	50	50	62	0	0	6
Hispanic	89	89	23868	100	100	100	649	649	670	16	16	9	51	51	33	33	33	55	0	0	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	NC	NC	5001	NC	NC	100	NC	NC	661	NC	NC	9	NC	NC	41	NC	NC	48	NC	NC	2
White	21	21	36710	100	100	99	687	687	702	0	0	2	25	25	15	75	75	69	0	0	13
Students with Disabilities	15	15	7900	100	100	100	648	648	580	11	11	22	67	67	49	22	22	28	0	0	1
Students without Disabilities	116	116	63054	100	100	99	659	659	701	14	14	3	40	40	20	46	46	67	0	0	10
Limited English Proficient Students	23	23	6308	100	100	100	604	604	591	54	54	19	31	31	47	15	15	33	0	0	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	72	72	21994	89	89	92	656	656	673	16	16	10	38	38	36	45	45	52	0	0	3
Non-Economically Disadvantaged	59	59	48960	100	100	100	663	663	694	5	5	3	58	58	18	37	37	67	0	0	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	N
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	--	--	--	41	80	22	NA	42	49	24	24	51
	Language	--	--	--	42	82	19	19	42	49	23	23	50
	Mathematics	--	--	--	60	82	34	34	63	48	18	18	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (- -) to indicate "no data available."

## School Site Council

## Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 1 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

## Council Duties

- ü Curriculum
- ü School Safety
- ü Discipline
- ü Textbook Selection
- ü Community Relations

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	20.00
Other Professional Staff	1.00	Teacher Aide	3.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	2	0	0
4 to 6 years	3	2	0	0
7 to 9 years	2	2	0	0
10 or more years	2	4	2	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	143
Teachers with Emergency Certificaton.	4
Percent of teachers in the school with Emergency/Provisional Certification	16%
Percent of core classes not taught by Hightly Qualified Teachers	6%

## Resources Available at School Site

## Special Facilities

- ü Computer Lab
- ü Mobile Computer Lab
- ü Welcome Center
- ü Library

## Extracurricular Activities

- ü Student Council
- ü Volleyball
- ü Art Club
- ü Basketball
- ü Yearbook
- ü Flag Football
- ü Softball

## Social Services

- ü United Neighborhood Association
- ü Maricopa County Sheriff's Office
- ü Maya Volunteer Program

## Indicators of Success Based on Historical Data from 2004-05

## School Achievements/Accomplishments 2004-05

- ü Developed a curriculum guide that integrates content areas, is standards-based and includes a way to measure student achievement.
- ü Designed and implemented a student mentoring program.
- ü Integrated technology into the curriculum with the use of the mobile lab units.

## Student Activity Rates for School Year 2004-05

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	87	95	94	95
Transfers Out Rates <sup>5</sup>	59	12	12	17
Transfers In Rate <sup>6</sup>	171	28	28	37
Stability Rate <sup>7</sup>	40	87	87	82
Promotion Rate <sup>8</sup>	32	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	47	0	1	6
Status Unknown <sup>11</sup>	42	0	1	4
Graduation Rate <sup>12</sup>	43	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).



## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Maya has a zero-tolerance policy for any gang-related activity, drugs, alcohol or tobacco. With our alternative scheduling, we have no more than 350 students on campus at any one time. We work in partnership with the Phoenix Police Department. Maya also offers classes in drug prevention, health, and crime prevention.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

6

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Michelle Malone	(602) 242-3442
Transportation Policy	Kristi Sharp	(602) 242-3442
Community Resources	Beth Hill	(602) 242-3442
School Nutrition Programs	Katherine Maloney	(602) 242-3442
Parent Organization	J. Arthur Drummond	(602) 242-3442
Student Health/Nurse	Jennifer Cisneros	(602) 242-3442

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 100 Copies = \$38.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.